



## Henry Timrod Elementary

1901 East Old Marion

Florence, SC 29506

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	508 Students	
<b>Principal</b>	Thurmond Williams	843-664-8454
<b>Superintendent</b>	Larry Jackson	843-669-4141
<b>Board Chair</b>	Porter Stewart	843-669-6395

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	Below Average
2007	Average	Average
2006	Average	At-Risk
2005	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	5	84	29	5

\* Ratings are calculated with data available by 06/01/2010.

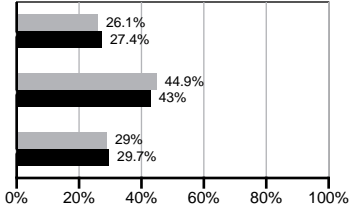
Palmetto Assessment of State Standards (PASS)

Exemplary

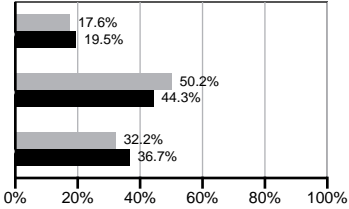
Met

Not Met

English/Language Arts



Mathematics

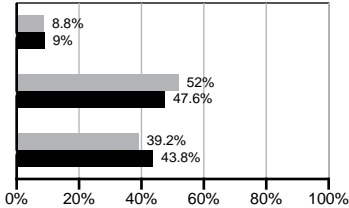


Exemplary

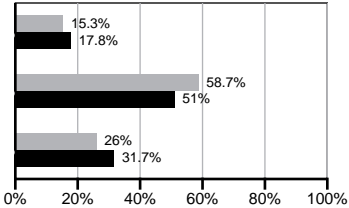
Met

Not Met

Science



Social Studies

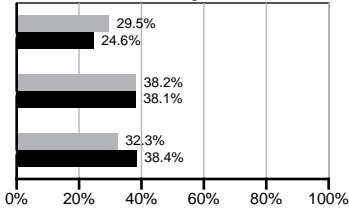


Exemplary

Met

Not Met

Writing



Our school

Elementary schools with Students Like Ours

\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=508)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.0%	Down from 5.1%	2.5%	1.9%
Attendance rate	95.9%	Up from 95.7%	96.0%	96.3%
Eligible for gifted and talented	3.9%	Down from 4.5%	6.1%	10.0%
With disabilities other than speech	9.2%	Down from 10.0%	9.0%	7.7%
Older than usual for grade	2.8%	No Change	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	56.3%	Down from 63.3%	57.1%	59.4%
Continuing contract teachers	78.1%	Up from 76.7%	76.9%	80.0%
Teachers with emergency or provisional certificates	10.0%	Up from 7.4%	0.0%	0.0%
Teachers returning from previous year	92.6%	Up from 90.9%	84.9%	85.9%
Teacher attendance rate	96.2%	Up from 94.8%	95.1%	95.1%
Average teacher salary*	\$43,909	Up 2.4%	\$46,113	\$47,149
Professional development days/teacher	11.7 days	Up from 11.2 days	11.7 days	11.1 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 18.5 to 1	17.9 to 1	18.8 to 1
Prime instructional time	91.5%	Up from 89.2%	89.9%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,666	Up 1.1%	\$7,756	\$7,458
Percent of expenditures for instruction**	65.9%	Up from 63.7%	68.1%	68.8%
Percent of expenditures for teacher salaries**	63.2%	Up from 61.5%	62.1%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

Timrod School's mission is to prepare our students for a lifetime of learning through human relationships, appropriate curriculum, and the use of technology in an environment conducive to learning. Our commitment to this mission is evident every day. Our faculty and staff are committed to this mission, and are dedicated to providing an excellent education to every child.

Our school is regionally accredited by the Southern Association of Colleges and Schools and nationally accredited by the Commission on International and Trans-Regional Accreditation (CITA).

This year our enrollment increased by twenty-five percent. Many of our students were new to Timrod. We were challenged with meeting the needs of students with varying educational backgrounds by creating an environment that offered encouragement, comfort, and sound instruction for everyone. We assessed learning levels and used strategies of differentiated learning to insure that all students had the opportunity to master curriculum standards for their grade levels. We appreciate the diversity our new students bring, and welcome the opportunity to expand our understanding of the world in which we live.

At Timrod, we successfully apply the newest technology to support instruction. This year all computers were replaced with updated systems. Use of the wireless mobile computer lab and SmartBoards enhances instruction. Teachers participate in technology training offered by Florence District One and share their knowledge with other faculty and staff members as well as with students. MAP testing in the computer lab assesses students' progress and identifies strengths and weaknesses, then integrates with Compass software to create individualized learning programs.

Service learning projects, cooperative learning, and extracurricular activities are an important part of our curriculum. Students may participate in chorus, art club, Jr. Beta Club, and our dance team. A donation from our high-performance partner, Carolina Bank, made it possible for us to provide incentives and awards for students demonstrating excellent academic progress and perfect attendance. Our Homework Center was funded by a gift from Pepsi Cola of Florence. Francis Marion University science/social studies education classes continue to use our school as an off-campus site, involving fifth grade students in learning activities. Our School Improvement Council and APT participate in our efforts to provide a safe and comfortable place for our children to learn.

Throughout the school year, teachers learn best practices to increase student achievement by working with consultants, ELA/Math and Science coaches, and collegial groups to plan and explore ways to continuously improve our instructional program. Two of our teachers were awarded grants from The School Foundation and Francis Marion University Center of Excellence that allowed them to plan field trips that enhanced classroom learning. Our curriculum coordinator and ELA/Math Coach received a grant from FMU Center of Excellence to provide staff development on using Thinking Maps in the classroom.

Timrod's dedicated faculty and staff have risen to the challenge of providing an excellent educational program for a mobile population. We are proud of our Timrod Family!

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	66	62
Percent satisfied with learning environment	86.1%	84.8%	86.7%
Percent satisfied with social and physical environment	94.4%	86.4%	90.2%
Percent satisfied with school-home relations	72.2%	93.9%	90.3%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Adequate Yearly Progress NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status NI

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.8%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	269	100	28.7	44.5	26.7	82.6	85	82.8	Yes	Yes
<b>Gender</b>										
Male	146	100	30.4	45.9	23.7	82.2	82.3	79.3	N/A	N/A
Female	123	100	26.8	42.9	30.4	83	87.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	108	100	27	39	34	81	91.7	89.5	Yes	Yes
African American	159	100	30.3	47.6	22.1	83.4	78.3	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	83.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	49	100	48.9	40	11.1	66.7	58.8	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	84.8	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	217	100	29.6	46.4	24	82.1	78.6	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	269	100	32	49.8	18.2	78.5	79	78.9	Yes	Yes
<b>Gender</b>										
Male	146	100	33.3	47.4	19.3	78.5	77	77	N/A	N/A
Female	123	100	30.4	52.7	17	78.6	81	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	108	100	30	47	23	80	88.6	87.2	Yes	Yes
African American	159	100	33.1	51.7	15.2	77.9	69.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	82.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	49	100	60	33.3	6.7	48.9	47.6	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	81.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	217	100	34.2	53.1	12.8	78.1	70.6	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	162	100	38.9	51.7	9.4	61.1	67.8	67.5
<b>Gender</b>								
Male	91	100	37.6	48.2	14.1	62.4	68.2	67
Female	71	100	40.6	56.3	3.1	59.4	67.3	68
<b>Racial/Ethnic Group</b>								
White	62	100	29.8	54.4	15.8	70.2	81.5	79.5
African American	99	100	44	50.5	5.5	56	54.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.4	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	22	100	61.9	33.3	4.8	38.1	41.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	59.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	127	100	44.7	50	5.3	55.3	55.3	55.1

**Social Studies**

All Students	163	100	25.8	58.3	15.9	74.2	72.3	72.3
<b>Gender</b>								
Male	86	100	21.3	60	18.8	78.8	71.7	71.5
Female	77	100	31	56.3	12.7	69	73	73.2
<b>Racial/Ethnic Group</b>								
White	66	100	28.6	46	25.4	71.4	81.7	80.7
African American	96	100	24.1	66.7	9.2	75.9	62.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	38	100	40	51.4	8.6	60	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.7	67.9
<b>Socio-Economic Status</b>								
Subsided meals	131	100	29.2	61.7	9.2	70.8	61.8	62.1

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	273	97.4	31.7	38.6	29.7	68.3	72.6	70.2	95.9	95.6
<b>Gender</b>										
Male	149	96.6	39.3	37	23.7	60.7	66	63.2	95.6	95.4
Female	124	98.4	22.8	40.4	36.8	77.2	79.3	77.5	96.2	95.8
<b>Racial/Ethnic Group</b>										
White	109	97.3	33.7	29.7	36.6	66.3	80.9	79.1	94.7	95.5
African American	162	97.5	29.5	45.2	25.3	70.5	64.1	57.6	96.7	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	86.2	N/A	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	71.6	62.6	92.1	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	68.7	N/A	95.9
<b>Disability Status</b>										
Disabled	51	94.1	58.7	28.3	13	41.3	30.9	26.1	94.9	94.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	20
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.3	61.2	98.3	96.1
<b>Socio-Economic Status</b>										
Subsidized meals	213	97.2	33.9	39.6	26.6	66.1	62.9	58.9	95.6	95

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	67	100	25.8	38.7	35.5	74.2
	4	56	100	30.2	49.1	20.8	69.8
	5	75	100	34.3	46.3	19.4	65.7
	6	71	100	24.6	44.6	30.8	75.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	67	100	46.8	35.5	17.7	53.2
	4	56	100	24.5	62.3	13.2	75.5
	5	75	100	40.3	46.3	13.4	59.7
	6	71	100	15.4	56.9	27.7	84.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	33	100	46.7	43.3	10	53.3
	4	56	100	28.3	62.3	9.4	71.7
	5	38	100	61.8	29.4	8.8	38.2
	6	35	100	25	65.6	9.4	75
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	34	100	21.9	65.6	12.5	78.1
	4	56	100	13.2	64.2	22.6	86.8
	5	37	100	39.4	45.5	15.2	60.6
	6	36	100	36.4	54.5	9.1	63.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	67	100	41.3	28.6	30.2	58.7
	4	57	96.5	28.8	40.4	30.8	71.2
	5	78	96.2	36.2	40.6	23.2	63.8
	6	71	97.2	20	44.6	35.4	80
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample